



MUSIC	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Possible Trips & Visits
Whole school	Singing School Project with 'Out of the Ark'. 30-minute Singing assembly every week.						
EYFS Nursery and Reception	<i>Myself and animals</i>	<i>Seasons and celebrations</i>	<i>Once upon a time</i>	<i>Wild things</i>	<i>People who help us</i>	<i>Water</i>	
	Early Learning Goals: 16: Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations, they find out and make decisions about how media and materials can be combined and changed. 17: Children talk about the ideas and processes, which have led them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strength of others.						
Y1	To use their voices expressively and creatively by singing songs and speaking chants and rhymes Songs – Senses, Hello and Goodbye,	To experiment with, create, select and combine sounds using the interrelated dimensions of music To listen with concentration and understanding to a range of high-quality live and recorded music Weather sounds The Firebird music by Igor Stravinsky	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Out of the Ark – season songs	To experiment with, create, select and combine sounds using the interrelated dimensions of music Linked to places around the world	To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music African drumming Toussaint L'Ouverture	To experiment with, create, select and combine sounds using the interrelated dimensions of music Compose musical narrative to be played alongside the story 'Going on a Bear Hunt'	
Y2 <i>Recorder Revolution project.</i> <i>Y2 Lunchtime Club</i>	To use their voices expressively and creatively by singing songs and chants and rhymes To listen with concentration and understanding to a range of high-quality	To use their voices expressively and creatively by singing songs and chants and rhymes Out of the ark song- Great fire of London Nativity songs	To play tuned and untuned instruments musically To experiment with, create, select and combine sounds using the inter-related dimensions of music.	To use their voices expressively and creatively by singing songs and chants and rhymes Rosa Parks song	To experiment with, create, select and combine sounds using the inter-related dimensions of music Recorders- sing part and play part. Explore percussive	To play tuned and untuned instruments musically To experiment with, create, select and combine sounds using the inter-related dimensions of music Composing a percussive piece to match a film sequence in Charlie	

Whole School Subject Overview **MUSIC**



	live and recorded music <i>Listening to music from around the world</i> <i>Identify different sound sources</i>	<i>All curriculum songs (SPaG, French, Maths)</i>	<i>Recorder lessons</i> <i>Link to nocturnal animal sounds. Sounds of the forest.</i>		<i>accompaniment to out of the ark song (Castles) and recorder piece.</i>	<i>and the Chocolate Factory</i>	
Y3	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency and control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music <i>Kindlekrax story. What sound effects can we make to create a mood?</i> <i>Drain Sounds / Crocodile sounds</i>	To listen with attention to detail and recall sounds with increasing aural memory To use and understand staff and other musical notations <i>Roman-Pulse and rhythm- marching sounds</i>	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency and control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music <i>Ocean animal sounds and music</i>	To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To develop an understanding of the history of music <i>Carnival of the Animals – Camille Saint-Saens</i>	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To improvise and compose music for a range of purposes using the inter-related dimensions of music <i>We will rock you! (Stone Age song).</i> <i>Exploring prehistoric sounds / music</i>	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency and control and expression To develop an understanding of the history of music <i>Singing- run rabbit run.</i>	
Y4 First access music programme with the Music Hub. Violins (whole class)	Listen with attention to detail and recall sounds with increasing aural memory <i>Out of the Ark: Ancient Egyptians – The Sand Dance</i> <i>Teeth: These Teeth of Mine</i> <i>Teeth: What Good Strong Teeth</i>	Improvise and compose music for a range of purposes using the interrelated dimensions of music. <i>Create sci-fiction music for the movement of the Iron Man</i>	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <i>Science and PSHE songs</i>	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Appreciate and understand a wide range of high-	Improvise and compose music for a range of purposes using the interrelated dimensions of music. Develop an understanding of the history of music <i>Saxon folk music</i> <i>History rocks – I’m an Anglo Saxon</i>	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <i>Music from fair trade countries</i>	



				<p>quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Water music linked to rivers / flood – Handel and Mozart</p>			
<p>Y5 Pathways music programme with the Music Hub. Violins</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p> <p>Stages in the journey of a spaceship.</p> <p>Listen and respond to excerpts of Holst's most famous work, then create art or short performances inspired by the music.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Research the historical context behind the tune and how the instruments and the rhythm make the piece what it is.</p> <p>A short ride in a fast machine. John Adams</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Use and understand staff and other musical notations.</p> <p>Weather music</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Viking Invasion song Viking Dance music -PE LINK</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression:</p> <p>Maya music - Drums, turtle rattles, flutes, whistles and shell instruments.</p>		
<p>Y6 Pathways music programme with the Music Hub.</p>	<p>Listen with attention to detail and recall sounds with increasing aural</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Appreciate and understand a wide range of high-quality live and</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</p>	

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<p>Violins</p>	<p>memory.</p> <p><i>Cold Play – Viva la Vida</i> <i>Horrible histories – Dick Turpin</i></p>	<p>musical instruments (Violins) with increasing accuracy, fluency, control and expression</p> <p><i>Out of the Ark songs</i> – <i>PSCHE links</i></p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><i>Horrible history - We are the Greek thinkers song</i></p> <p><i>Ancient Greek songs</i></p>	<p>recorded music drawn from different traditions and from great composers and musicians – <i>link to film making</i></p>	<p>Use and understand staff and other musical notations</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p><i>Y6 Graduation performance</i></p>	
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Bold and italic = content

- Bullet points = progression skills